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ABSTRACT

This report describes a study which examined group-order managing skills used by early childhood student teachers in Taiwan, how these skills were used, and the level of student teacher satisfaction with these skills. Fifty-six student teachers from a 2-year training program at the National Taipei Teachers College completed an event-recording form for the 3-week period of their student teaching to document a total of 423 events involving group-order managing skills. Classes were for 3-, 4-, or 5-year-olds, with about 30 children per class. Group-order managing skills, such as management of children's behavior during small group activities, were used most often during sedentary indoor activities, with implementing body movements or games, using verbal instruction, and playing musical instruments or rhythms as the most common categories. Student teachers used the same skills repeatedly, implemented different skills in succession, and searched for new skills. They were generally satisfied with their skills, but sought to modify their skills for better classroom management. Using music and games was more frequently implemented during mobile and transitional periods and received higher ratings of satisfaction than other types of skills. Reward techniques were more often used with younger children and punishment techniques were more often used with older children. Contains seven references. (KDFB)

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A Study of Order-Managing Skills Used in Group Activities by Early Childhood Student Teachers in Taiwan

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Abstract

The study aimed to analyze group-order managing skills used by early childhood student teachers in Taiwan, and to investigate how these skills were used and whether student teachers were satisfied with these skills. Fifty-six student teachers from the two-year training program for early childhood teachers in National Taipei Teachers College participated in collecting data on group-order managing skills, using a self-invented event-recording form. The major findings of the 423 events provided by the 56 student teachers were as follows:

Group-order managing skills were found mostly used in sedentary indoor group activities, and were further analyzed into ten categories. "Implementing body movements or games", "using verbal instruction", and "playing musical instruments or rhythms " were the top three most frequently-used categories. Student teachers were found to use same skills repeatedly, to implement different skills successively, and to search for new skill ideas. Most student teachers were satisfied with the skills they used, but also felt a need to modify or change their skills for better results. The skill group of "Music and Games" was significantly more frequently implemented in mobile activities and transitional periods, and were rated with significantly higher degree of satisfaction. Dramatic effects tended to be implemented in sedentary non-transitional activities. In addition, the younger the child was, the more reward techniques were practiced, and the older the child was, the more punishment techniques were used.

Finally, several recommendations, based upon the above findings, were respectively presented to future early childhood teachers and researchers in regards to the implementation of group-order managing skills and the directions for further research.

A Study of Order-Managing Skills Used in Group Activities by Early Childhood Student Teachers in Taiwan

Classroom management is of great concern to novice as well as some experienced teachers all over the world. And it is the same for early childhood teachers in Taiwan. It is not that surprising to know that generally only one or two teachers are in charge of at least 30 students in an early childhood classroom, and group activity is the most frequently-implemented type of activities in early childhood institutions in Taiwan. Thus, early childhood student teachers during preservice training are especially concerned about how to manage group activities in good order. Thus, the requisite course, Teaching Practice or Student Teaching, in the final semester before graduation is quite challenging for the prospective teachers in the two-year early childhood teachers training program in Taiwan. (This training program is similar to the community college program in the United States.) As an essential part of the course, student teachers are actually involved in teaching young children in early childhood institutions. If they can manage to conduct group activities in good order, they believe they are and will be successful in teaching; but if they fail to do so, they might completely lose confidence in themselves as early childhood teachers. So, managing group activities well seems to hold the key to successful student teaching for these prospective teachers, and to a better survival stage for novice teachers (Katz, 1977).

Though order-managing skills are considered very important, they are surely not prerequisite for beginning early childhood teachers. For instance, a well-planned and appropriately-implemented teaching activity will attract children's attention and greatly reduced the probability of losing control of children. Thus, the importance of order-managing skills for early childhood teachers shouldn't be exaggerated. However, due to individual differences, a quite interesting topic for most children may not necessarily hold every child's attention throughout the activity, especially when children need to listen to others and follow rules during the group time. These limitations are not easily fulfilled for young children, who are generally restless, egocentric, imaginative, and short of attention. So, when the teacher sees the need to re-direct the whole group's attention, s/he can skillfully use order-managing techniques to carry on the teaching activity or to make a smooth transition between different activities. Though order-managing skills are not the very first thing early childhood student teachers should learn, they are still very important and helpful for better classroom management.

In a survey to investigate the basic abilities of early childhood teachers, Li (1986) found that classroom management was rated as the third for its importance after "the implementation of teaching" and "the planning of lessons". Classroom management was further analyzed into six abilities by Li (1986), among which was the ability to

maintain classroom order in an appropriate way. In another survey study, Li and Ong (1978) found that early childhood teachers used making body movements, verbal instruction, playing the piano, blowing whistles, asking children to rest on the desk, striking the desk or the blackboard erasers to attract children's attention and to send warning messages to those absent-minded students. However, according to the researcher's observation in early childhood centers in Taiwan, the order-managing skills used by early childhood teachers for group activities should be more complicated and elaborated than what was found in Li and Ong's study (1978).

Observation in an exploratory study by McAfee (1984) revealed that children were much inattentive during group time, with teachers using relatively few techniques for monitoring, maintaining, and guiding children's attention and behaviors. McAfee (1984) further concluded that teachers did not perceive themselves as active and influential leaders in group time events, were underusing resources available for group time and methods of maintaining, monitoring and guiding behavior during group time. In a descriptive study investigating the nature of classroom management practice by two novice and three experienced kindergarten teachers, Dowhower (1991) developed eight propositions or hypotheses, among which three were mostly related to this study. First, the beginning of kindergarten, content is used to manage and teach appropriate behavior, not necessarily to teach the subject. Secondly, establishment of a common group of rules is a critical part of the activities of the first month of school. Thirdly, control is of critical importance--no less for experienced than inexperienced teachers.

As for early childhood student teachers, the management and maintenance of group order is of great concern. Wang (1992), in a survey study on the evaluation of the student teaching of the two-year early childhood teachers' training program, found that student teachers were concerned about the techniques to maintain classroom rules before the intensive student teaching, about the maintenance of order and transition between activities during student teaching. And after student teaching, the student teachers considered that the training program should put a strong emphasis on the subject of classroom management for prospective early childhood teachers. In addition, Liu (1993), in a similar study on intensive student teaching, also pointed out that student teachers had a strong concern over the establishment of classroom rules and the maintenance of group order before the intensive student teaching. Liu (1993) further recommended to establish a course on the subject of classroom management on the basis of the concern of these prospective early childhood teachers.

Thus, the three objectives of the study on order-managing skills for group activities for early childhood student teachers were, according to the literature review above, proposed as follows:

(1)To analyze the order-managing skills used in group activities by early childhood

student teachers using content analysis method.

(2)To investigate how these skills were used and whether student teachers were satisfied with these skills.

(3)To recommend some more appropriate order-managing skills for group activities and to provide some practical suggestions for better results for early childhood student teachers and beginning teachers.

Method

Subjects

Fifty-six female student teachers from the two-year training program for early childhood teachers in National Taipei Teachers College participated in this study. Thirty-six of them belonged to the Class of 1992, and the rest were among the Class of 1994. The age of these students teachers ranged from 19 to 31. They had earned their high school degrees before entering the early childhood teachers' training program. For the final semester in the program, these student teachers of Classes 1992 and 1994 were assigned respectively to three and two early childhood institutions to work with 3- to 5-year-olds, mostly in pairs and some in a group of three to do their intensive student teaching for a period of three weeks. These 56 student teachers were assigned to a total of five classes of 3-year-olds, eleven classes of 4-year-olds, and eleven classes of 5-year-olds. There were about 30 children in most of the classes.

Instrument and data collection

Data on group-order managing skills were collected by the student teachers with a self-reporting approach using an event-recording sheet invented by the researcher. The event-recording sheet was designed to contain five parts: (a)basic information about the recorder and the class, and the lesson units being taught, (b)the context for using group-order managing skills, (c)the description of how the group-order managing skills were used and how well they worked out, (d)three questions to check concerning the source of group-order managing skills, the degree of satisfaction the student teachers felt after practice, and whether they would use the same skills again, (e)recommendations about how these order-managing skills could be modified or changed for better results.

The periods for data collection; that is, the three weeks of intensive student teaching for the student teachers of Classes 1992 and 1994 lasted respectively from Apr. 13 to May 2, 1992 , and from Apr. 11 to Apr. 30, 1994. For each day of teaching (Monday through Saturday), student teachers in a class had to turn in an event-recording sheet on group-order managing skills. Student teachers of the same class took turns to complete an event-recording sheet each day after teaching according to how the recorder conducted group activities during the day. The recording sheet had

to be turned in the very next morning before class began for fear of oblivion. For the Class of 1992, 263 were valid out of 293 records collected. For the Class of 1994, 160 were valid out of 169 recorded turned in. A total of 423 valid event-recording sheets were collected for the study.

Data analysis

Data analysis of the 423 recording sheets were proceeded in four stages. First, all the recording sheets were reviewed and analyzed by the researcher using content analysis method to establish categories for group-order managing skills, the context for using these skills, and change recommendations, and then to form a coding system for the event-recording sheet. Secondly, the coding system was reviewed and validated by a colleague and an experienced early childhood teacher. Data were then decoded according to the revised coding system. Thirdly, a random sample of 42 recording sheets was selected to check the rate of agreement between two decoders. The rate was .90. Finally, the decoded data were analyzed for frequency, percentage, and chi-square tests using SPSSX and SAS.

Results and Discussion

The results of the study are presented and discussed as follows according to the objectives of the study:

Analysis of Order-managing Skills Used in Group Activities

Categories of group-order managing skills. From the 423 events of order-managing skills used in group activities provided by the 56 student teachers, ten categories of order-managing skills for group activities were established using content analysis method: using verbal instructions, giving rewards, practicing punishments, using props or dramatic effects, utilizing teacher authority, implementing peer pressure, practicing nursery rhymes or finger plays, playing musical instruments or rhythms, implementing body movements or games, and others. The ten categories of order-managing skills are listed below with subcategories and some with examples:

1. Using verbal instructions

(1)Using positive verbal expressions: to the whole class, without reference to any particular children

T(Student teacher says): Please raise your hand if you have something to say.

T: I am speaking in a very low voice. Don't you follow me?

(2)Using negative verbal expressions: pointing out children's annoying behavior and its possible results, without reference to any particular children

T: If you don't listen to me, you will not know what to do next, and if you don't know what to do later, I won't tell you and you cannot do it

over again.

T: Let me see who cannot keep silence.

(3)Setting up rules in advance: making a deal beforehand with the children

T: Whoever wants to speak, please raise his hand. And he is allowed to "turn up the zipper of his mouth" (i.e. to speak) only when I ask him to.

(4)Verbally giving conditional privileges to the good ones only: conditionally commending well-behaved children "only" with special treats and at the same time sending a warning message to the badly-behaved children

T: I only speak to those who listen very carefully to me.

T: Let me see who is able to stop talking first, the boys or the girls. And whoever can hold his tongue first will get to have snack first.

(5)Verbally withholding conditional privileges from the bad ones: warning the badly-behaved children by withdrawing their qualifications for taking part in the activities they enjoy, to be executed only when the children continue their annoying behavior

T: If there is anyone who is not listening, and we cannot quickly get through our sharing time, we won't have much time left for outdoor play.

(6)Forecasting the exciting activities coming up to attract children's attention:

T: Watch carefully. I am going to show you a very funny thing.

T: I am going to tell you a very very important thing.

2. Giving rewards

(1)Verbally praising one or some particular children by pointing out their good behavior:

T: Each and every one at the "watermelon" desk are very good. They are able to take their seats and look at me.

(2)Giving away special offers: inviting the well-behaved children to be "the little teacher" (i.e. a monitor), manipulate some objects, take a close look at or touch the things that the teacher is demonstrating, etc.

(3)Giving away the privilege to take part in an activity first: inviting the well-behaved children to participate in an activity first

(4)Giving away tangible rewards: rewarding the well-behaved children with stickers, candies, or by drawing a circle each above their head, etc.

3. Practicing punishments

(1)Verbally scolding one or some particular children by pointing out their annoying behavior:

T: John, if you cannot stop talking, I will ask you to stay with me at the end of the line.

(2)Using time-outs: withholding the bad ones from joining the activity, or asking them to stand in front of the class, to stay outside the class to continue their talking, etc.

(3)Punishing the badly-behaved children by asking them to recite prayers, sit right next to the teacher, remain standing up until they are able to answer the questions the teacher asked, stay as the very last one in a line, or shortening their time for the activities they enjoy, etc.

(4)Having the on-going activity to come to an abrupt end: removing or turning off the things that cause the children to act up, e.g., turning off the music for movement, calling off watching a filmstrip, etc.

(5)Using corporal punishment: asking the badly-behaved children to raise their hands high up, to hit their own cheeks three times by themselves, etc.

(6)Repeating what the teacher asks the children to do over and over again until they can do it right: e.g., asking the children to practicing lining up several times successively

(7)Giving the children what they don't like: e.g., making a cross (i.e. a mark for being no good) above the child's head

(8)Withholding what rewards the children had already earned: e.g., taking back the stickers children just earned

4. Using props or dramatic effects

(1)Using positive verbal expressions through props:

T: The rabbit (i.e. a puppet) says, "the teacher told me that the kids in this class are very good. They follow rules and they can sing and dance very well."

(2)Using negative verbal expressions through props:

T: You are too noisy. The things in the mysterious box will not come out. Their ears hurt very bad.

(3)Praising particular children through props:

T: Those who are touched by the magic stick are good kids.

(4)Scolding particular children through props: (No student teachers use this technique.)

(5)Making use of props or the plot or characteristics of the activity: e.g. setting the rule that only who gets the magic stick can speak, talking to the children through puppets, including the children's names in the story the teacher is telling, inviting the children to step on the ground and take a deep breath when the teacher is telling a story of earth and air, etc.

(6)Using sound effects: e.g., making loud and exaggerating sounds or funny noises to attract children's attention, speaking in a very low tone, playing music or using the noises in the background to let children guess what they are, etc.

T: I seem to hear some funny noises. Please listen very carefully to make sure what they are.

(7)Making use of the conversation between teachers, or between the teacher and puppets to remind the children of how they should behave and the possible outcome of their annoying behavior, etc.

The teacher of 3-year-olds, who happens to pass by the 5-year-olds' class, says to the teacher of 5-year-olds and the 5-year-olds, who are having movement lesson and the boys are acting up: Let the big brothers (i.e. the 5-year-old boys) come dance for the 3-year-olds every day.

(8)Regarding persons as objects and with the objects' characteristics: e.g., as a machine

T: Now turn on the switches of your body and follow me to do exercise.

(9)Giving away conditional privileges through props:

T: The mother duck (i.e. the teacher herself) would like to invite those ducklings who sit well and stay quiet to go to the bathroom first.

(10)Withholding conditional privilege through props: (No student teachers use this technique.)

5. Utilizing teacher authority

(1)The teacher keeps silence or stares at the badly-behaved children.

(2)The teacher calls out the absent-minded children by their names as a sign of warning.

(3)The teacher intentionally asks the absent-minded children to stand up, answer questions, recite some things, etc.

(4)The teacher directly says to children that she is angry, or what makes her unhappy, etc.

T: I don't like this noise. I do not like it.

(5)The teacher acts as a judge to see who is good or who is not good.

T: I would like to see which group of kids are the best?

(6)The teacher signals signs of warning by touching the head of the child who is talking.

6. Implementing peer pressure

(1)Setting up "a little teacher" (i.e. a monitor) to watch over a group of children.

(2)Using group power: e.g., asking the whole class to look at the badly-behaved children, asking the whole class whether to excuse the badly-behaved children or not, placing pressure on the bad ones by saying "Everyone is waiting for you.".

7. Practicing nursery rhymes or finger plays

(1)Reciting nursery rhymes

(2)Reciting finger plays with movement

(3)The teacher makes up phrases or sounds and asks the children to follow her.

8. Playing musical instruments or rhythms

(1)Playing musical instruments like bells, drums, triangles, etc.

(2)Playing the piano or playing the organ

(3)Playing music with tape-recorders

(4)Beating rhythms

(5)Singing songs children like

(6)The teacher sings to the whole class.

9. Implementing body movements or games

(1)The teacher says something, and the children echo something else in return:

T: Kids; C(Children): Here.

T: Attention; C: One, two.

(2)The teacher gives commands, and the children follow the commands:

T: Look at me with your eyes.

T: Kids, stand up,-- sit down,-- stand up,-- sit down.

(3)Games and competitions: e.g., games like "Where does the chewing gum stick to?" and "scissors, stone, and cloth", etc. and competitions between boys and girls, etc.

10. Others

(1)Arranging some things for the children who have nothing to do to get involved, e.g., telling the children a story, setting up a sharing time for their work, or asking the children to clean up, etc.

(2)When children rush forward to take a look at the things the teacher is showing, the teacher arranges to let all the children see the things she is showing.

(3)Asking children of some unrelated questions, e.g., "How many fingers do I (i.e., the teacher) have?"

Sources of the order-managing skills used by student teachers. The order-managing skills used by the student teachers were mostly learned from observing their cooperating teachers (49.8%) and other teachers (16.6%), and partly invented by

cooperating teachers (47.8%) and other teachers (16.6%), and partly invented by themselves (15.6%) or learned from sharing and discussion among peers (12.0%) (see Table 1).

Whether it is the first time to use these skills. Among the 423 records collected, 223 (52.7%) were found to use the order-managing skills reported for the very first time, and 180 (42.6%) were not the first time to use the order-managing skills reported (see Table 2).

Analysis of the Implementation of These Skills and the Levels of Satisfaction

Most frequently-used skill categories. From the 423 events of order-managing skills used in group activities provided by the student teachers, a total of 805 times of single implementation of these skills were analyzed. Among the 805 times of skill implementation, "implementing body movements or games" (29.7%), "using verbal instructions" (24.8%), and "playing musical instruments or rhythms" (12.4%) were the top three most frequently-used categories among the ten categories of order-managing skills for group activities (see Table 3).

Implementation of these group-order managing skills. Four points were observed concerning how these skills were used to control group order: (1) Since the 423 records were further analyzed into 805 times of skill implementation, it was obvious that averagely almost two times of skill implementation were needed for student teachers to manage group order. (2) Repetitivity was the characteristic of some skill categories; for instance, to successively recite two nursery rhymes, or to practice different body movements repeatedly. (3) Some skills used by the student teachers could be regarded as combinations of two different categories; for instance, a student teacher compared her students to talkative ducklings, a combination of two skill categories, "using dramatic effects" and "using verbal instructions". (4) The student teachers indicated the necessity to use different or even new skills from time to time in order to stay effective.

When and how these skills were used. Order-managing skills were found mostly used in sedentary (56.0%) (see Table 4), indoor (92.7%) (see Table 5) activities when motor activities and group games (27.9%), group discussion and sharing activities (21.0%), and transitional periods (16.8%) were going on (see Table 6). Student teachers were found to use same skills repeatedly, to implement different skills successively, and to search for new skill ideas.

Levels of satisfaction. Most student teachers (90.8%) were either satisfied (70.2%) or very much satisfied (20.6%) with the skills they used (see Table 7). Though there was a great possibility (90.1%) for these student teachers to use the same skills again (see Table 8), they also felt a need to modify or change their skills for better results for about half of the 423 events collected (see Table 9).

Factors related to what skill categories were used. For the 805 times of skill implementation from the 423 records collected, chi-squares tests were further conducted to analyze the factors that might have significant influence on what kind of skill categories to use. According to the results of the chi-square tests, the skill group of "Music and Games" including "practicing nursery rhymes or finger plays", "playing musical instruments or rhythms", and "implementing body movements or games" was found to be significantly more frequently implemented in mobile activities [χ^2 (1, N = 786) = 13.082, $p<0.01$], and transitional periods [χ^2 (1, N = 786) = 11.428, $p<0.01$], and were rated with significantly higher degree of satisfaction[χ^2 (1, N = 772) = 7.198, $p<0.01$] (see Table 10). Dramatic effects tended to be implemented in sedentary [χ^2 (1, N = 786) = 5.143, $p<0.05$], non-transitional activities [χ^2 (1, N = 786) = 8.085, $p<0.01$]. The younger the children (aged 3 to 5), the greater the rate of using dramatic effects [χ^2 (2, N = 788) = 17.112, $p<0.01$] (see Table 11). In addition, the younger the child was, the more rewards were given to, and the older the child was, the more punishment techniques were used [χ^2 (2, N = 80) = 6.447, $p<0.05$] (see Table 12).

Recommendations

Recommendations for More Appropriate Group-order Managing Skills

The final objective of the study was to recommend some more appropriate order-managing skills for group activities and to provide some practical suggestions for better results for early childhood student teachers and beginning teachers. According to the above findings, the skill group of "Music and Games" was highly recommended to student teachers and beginning teachers for managing group order, especially for mobile activities and transitional periods, because these skills were applicable to children of various ages and proved to have a higher rate of user satisfaction. Early childhood teachers were encouraged to acquire better classroom management techniques and to enhance professional development by observations, discussion groups, and mutual sharing among colleagues and teachers from different programs. Though order-managing skills for group activities were very important, good lesson plans and efficient teaching practice were also essential for better classroom management, for a well-planned and carefully-executed teaching activities greatly reduce the need to practice group activity order-managing skills.

Recommendations for Future Research

Though some important results were obtained out of this exploratory study on group-order managing skills used by early childhood student teachers, this study is even more significant for it also builds up a strong foundation for future research on the order-managing skills for group activities. Future research along this line can be

conducted in at least three directions. First, an evaluational study can be proceeded to investigate how the events of group-order managing skills found in this study are evaluated by early childhood teachers of various years of experience to judge the levels of expertise executed by these student teachers. Secondly, a qualitative study can be conducted to compare the order-managing skills used by novice teachers with those by experienced teachers through videotaping analysis. Thirdly, further research can be conducted to observe the long-term development of various order-managing skills used by the same early childhood teacher in a longitudinal study.

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Table 1

Statistics of Sources of Group-order Managing Skills Used by Student Teachers

Source of Managing Skills	f	%	Rank
Invented by self	66	15.6	3
From reading books	7	1.7	5
From cooperative teachers	199	47.8	1
From other teachers	69	16.6	2
From sharing among peers	50	12.0	4
Others	25	6.0	
Missing	7	1.7	
Total	423	100.0	

Table 2

Number of Records of Group-order Managing Skills Used for First Time

Skills Used for First Time	f	%
Yes	223	52.7
No	180	42.6
Missing	20	4.7
Total	423	100.0

Table 3

Statistics of the Categories of the Group-order Managing Skills Used by Student Teachers

Category of Skills	f	%	Rank
Using verbal instructions	200	24.8	2
Giving rewards	35	4.3	8
Practicing punishments	48	6.0	6
Using dramatic effects	65	8.1	4
Utilizing teacher authority	43	5.3	7
Implementing peer pressure	8	1.0	9
Practicing nursery rhymes	59	7.3	5
Playing musical instruments	100	12.4	3
Implementing body movements	239	29.7	1
Others	8	1.0	
Total	805	100.0	

Table 4

Statistics of Types of Activities Implemented When the Group-order Managing Skills Were Used (1)

Type of Activity (1)	f	%	Rank
Sedentary Activity	184	43.5	2
Mobile Activity	237	56.0	1
Missing	2	0.5	
Total	423	100.0	

Table 5

Statistics of Types of Activities Implemented When the Group-order Managing Skills Were Used (2)

Type of Activity (2)	f	%	Rank
Indoor Activity	392	92.7	1
Outdoor Activity	29	6.9	2
Missing	2	0.5	
Total	423	100.0	

Table 6

Statistics of the Activities Taking Place When the Group-order Managing Skills Were Used

Activities Taking Place	f	%	Rank
Storytime & instructions	47	11.1	4
Watching videotapes & films	15	3.5	7
Group discussion & sharing	89	21.0	2
Art	7	1.7	9
Recess and nap time	10	2.4	8
Lunch and snack	41	9.7	5
Group games and movement	118	27.9	1
Transitional periods	71	16.8	3
Field trips	18	4.3	6
Others	5	1.2	
Missing	2	0.5	
Total	423	100.0	

Table 7

Statistics of Levels of Satisfaction for the Group-order Managing Skills Used by Student Teachers

Level of Satisfaction	f	%	Rank
Very much satisfactory	87	20.6	2
Satisfactory	297	70.2	1
Unsatisfactory	31	7.3	3
Very much unsatifactory	2	0.5	4
Missing	6	1.4	
Total	423	100.0	

Table 8

Statistics of Probability of Student Teachers' Using Same Group-order Managing Skills Again

Using Same Skills Again	f	%	Rank
Very probably	143	33.8	2
Probably	238	56.3	1
Not certain	31	7.3	3
Improbably	6	1.4	4
Very much improbably	0	0.0	
Missing	5	1.2	
Total	423	100.0	

Table 9
Statistics of Suggestions for Improvement for the Group-order Managing Skills Used by Student Teachers

Suggestion for Improvement	f	%	Rank
Satified, no need to improve	204	48.3	1
Modify activity, avoid chaos	53	12.5	3
Modify skills, suggest better ones	113	26.7	2
Switch to or add new skills	45	10.6	4
Need to improve, but know not how	7	1.7	5
Missing	1	0.2	
Total	423	100.0	

Table 10
Chi-square Tests for the Group-order Managing Skills Used by Student Teachers (1)

Var.	Skill	Music & Games		Others		Total		χ^2
	Category	f	%	f	%	f	%	
Type of Acti.	Mobile	200	57.6	147	42.4	347	44.1	** 13.082 (df=1)
	Sedentary	196	44.6	243	55.4	439	55.9	
	Total	396		390		786	100.0	
Cont. of Acti.	Transitions	87	63.5	50	36.5	137	17.4	** 11.428 (df=1)
	Others	309	47.6	340	52.4	649	82.6	
	Total	396		390		786	100.0	
Level of Satis.	Satisfied	72	52.3	339	47.7	711	92.1	** 7.198 (df=1)
	Not satified	21	34.4	40	65.6	61	7.9	
	Total	393		379		772	100.0	

Note: **p<.01

Table 11
Chi-square Tests for the Group-order Managing Skills Used by Student Teachers (2)

Var.	Skill / Category	Dramatic Eff. f	Dramatic Eff. %	Others f	Others %	Total f	Total %	χ^2
Type of Acti.	Moible	20	5.8	327	94.2	347	44.1	* 5.143 (df=1)
	Sedentary	45	10.3	394	89.7	439	55.9	
	Total	65		721		786	100.0	
Cont. of Acti.	Transitions	3	2.2	134	98.8	137	17.4	** 8.085 (df=1)
	Others	62	9.6	587	90.4	649	82.6	
	Total	65		721		786	100.0	
Age	3-yr-olds	30	14.1	183	85.9	213	27.0	** 17.112 (df=2)
	4-yr-olds	23	8.5	247	91.5	270	34.3	
	5-yr-olds	12	3.9	293	96.1	305	38.7	
	Total	65		723		788	100.0	

Note: **p<.01 *p<.05

Table 12
Chi-square Tests for the Group-order Managing Skills Used by Student Teachers (3)

Var.	Skill / Category	Rewards f	Rewards %	Punishments f	Punishments %	Total f	Total %	χ^2
Age	3-yr-olds	13	54.2	11	45.8	24	30.0	* 6.447 (df=2)
	4-yr-olds	13	50.0	13	50.0	26	32.5	
	5-yr-olds	7	23.3	23	76.7	30	37.5	
	Total	33		47		80	100.0	

Note: *p<.05